Shu Ling Huang

3rd Grade

**Standards:**

CCSS.ELA-LITERACY.W.3.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.7- Recall information form experiences or gather information from print and digital sources; taking brief notes on sources and sort evidence into provided categories.

**Danielson:**

Domain 3c: Engaging students in learning

**Objectives:**

Students will be able to collect information on how humans affect the environment by creating a t-chart for cause and effect.

Students will be able to work as a group to write an argumentative piece on how humans can help reduce waste.

**Materials:**

Student’s writing notebook and pencil

Video: <http://www.brainpop.com/science/ourfragileenvironment/humansandtheenvironment/>

**Rationale:**

This lesson will be the launch of a new unit called “Changing The World: Persuasive Speeches, Petitions, & Editorials.”

**Procedure:**

First we will discuss the term ‘waste’ and what they think it is.

Then we will watch part of a video on BrainPop Jr. After the part about deforestation, I will model how to fill out the cause and effect t-chart. Students will copy this onto their notebooks.

We will continue to watch the video stopping after half way through to have students collect more facts to add to the t-chart on how humans affect the environment.

After the video, I will group the students with their tablemates. They will collaborate as a group and draft a piece on ways humans can help reduce waste.

I will have the groups share their draft and introduce them to the term ‘persuasive speech writing’.

**Assessment:**

I will assess students by looking at their cause and effect t-chart and have students reflect on how their group collaborated together using the student checklist.

**REFLECTION: Listening and Speaking in a Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **Listening and Speaking in a Group** | **Not Yet** | **Starting To** | **YES!** |
| Everyone participated in my group  (Ex: Asked a question, shared an idea, added on to an idea, etc.) |  |  |  |
| My group stayed on topic |  |  |  |
| Everyone in my group used respectful language when working together |  |  |  |
| Everyone in my group respected each other’s idea even if they didn’t agree with it |  |  |  |
| Everyone in my group showed flexibility and resolved problems that may have come up |  |  |  |